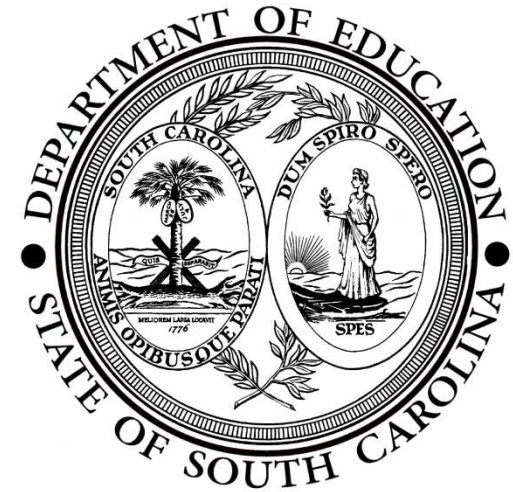


# Grade 3

## Friendship 9 – From Separate to Equal

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
July 2016



<b>Grade 3/South Carolina Studies: From Separate to Equal</b>
This unit focuses on change over time, a Social Studies skill, and summarizing, a literacy skill. Students will use their knowledge of the Friendship Nine to create a timeline using symbols or drawings. These are critical thinking and communication skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for 2 days of 30-45 minutes per day instruction.
<b>Standard(s) and/or Indicator(s)</b>
<p><b>Targeted:</b></p> <p><b>Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.</b></p> <p>Indicator 3-5.5: Summarize the development of economic, political, and social opportunities for African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote.</p> <p><b>Embedded:</b></p> <p><b>Standard 3-3 The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.</b></p> <p>3-3.1 Summarize the causes of the American Revolution, including Britain’s passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.</p> <p><b>Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina</b></p> <p>3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.</p> <p><b>Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.</b></p> <p>3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.</p> <p>3-5.4 Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.</p>
<b>“I Can” Statements</b>

<p>“I Can” statements are learning targets that students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> <li>• <i>I can summarize how the basic rights of the Friendship Nine were violated.(3-5.5)</i></li> <li>• <i>I can explain how the Friendship Nine’s actions demonstrated their understanding of their rights as citizens. (3-5.5)</i></li> </ul>
<p><b>Essential Question(s)</b></p> <p>These are <b>suggested</b> essential questions that will help guide student inquiry.</p> <ul style="list-style-type: none"> <li>• How were the Friendship Nine’s basic rights as citizens denied?</li> <li>• How did the actions of the Friendship Nine reflect their understanding of their rights as citizens?</li> </ul>
<p><b>Academic Vocabulary</b></p> <p>Some students may need extra support with the following academic vocabulary in order to understand assigned tasks. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> <li>• Violate</li> <li>• Rights</li> <li>• Civil rights</li> <li>• Non-violent protest</li> <li>• Lunch counter</li> </ul>
<p><b>Prior Knowledge</b></p> <p>In the first grade, students learned about American democracy (i.e., rights of people, their opinions, and other’s property; fair treatment for all; and the respect for rules (1-3.1)). Earlier in third grade, students learned about the creation of Jim Crow Laws, their purpose (i.e., segregation, violation of rights of the 14th Amendment, and separation), and their impact on opportunities of African Americans in South Carolina. Students should already have knowledge of desegregation movements of the Civil Rights era (3-5.5)</p>
<p><b>Subsequent Knowledge</b></p> <p>Using their knowledge of the Friendship Nine and other efforts surrounding desegregation of schools and public facilities, students will summarize the development of economic, political, and social opportunities for African Americans along with their efforts to gain the right to vote.</p> <p>In the future, students will learn more about the Civil Rights Movement (4-6), specific contributions of pioneers (i.e., Modjeska M. Simkins), and specific pioneer organizations (i.e. NAACP). (5-5.3)</p>

## Potential Instructional Strategies

### Learning Target day 1: I can summarize how the basic rights of the Friendship Nine were violated. (3-5.5)

**Hook:** What are every citizen's basic rights?

- View a video clip (examples below).
  - BrainPopJr on rights and responsibilities (3:37 minutes)  
<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>
  - Discovery Education Civil Rights Discovery Board (Filter - Civil Rights/ 3-5/Boards):  
<http://www.discoveryeducation.com/>
- Have students work collaboratively to develop a list of citizen's basic rights observed in the video clip(s).

### Graffiti Board

*Materials: large paper, markers, topics pre-written on paper*

- Label each piece of paper to reflect on a time period that has already been studied such as rights related to the American Revolution (3-3.1), Reconstruction (3-4.6), Discrimination (3-5.2), Women and African Americans during World War II (3-5.4).
- Have students silently write or illustrate what they know about how the rights were violated during that period on a large piece of paper. Students could be given different colors of markers, crayons or pencils for individual accountability.
- Students can rotate papers after an allotted amount of time and contribute to the next topic.

### Learning Target Day 2: I can explain how the Friendship Nine's actions demonstrated their understanding of their rights as citizens. (3-5.5)

#### Video Clips (examples):

- CNN, January 28, 2015: <http://www.cnn.com/2015/01/28/us/south-carolina-friendship-nine-sit-in-convictions-vacated/>.
- Knowitall.org: <http://media.knowitall.org/content/friendship-nine-charges-cleared-palmetto-scene>

#### Read Aloud (example):

- *No Fear for Freedom: The Story of the Friendship 9* by Kimberly Johnson

#### Key Concept Clothesline activity

- Give each student or pair of students a piece of construction paper. If there are enough students, each topic can be given to two groups to show two depictions of the events.

- Have students represent a key concept visually with drawings, symbols, etc. to form a timeline or re-telling of the Friendship 9.
  - Civil Rights
  - Jim Crow/segregation
  - 1 mile walk to McCrory's Variety Store
  - Lunch Counter sit-in
  - Arrest
  - Jail No Bail
  - Work Detail at the Prison Camp
  - Martin Luther King, Jr.
  - Civil Rights Act of 1965
  - Exoneration in 2016
- Hang all of the papers on a clothesline or a board or have the students stand chronologically to form a timeline.
- Individually, students should summarize the impact of the Friendship 9 on the Civil Rights movement.

#### Potential Assessment Task(s)

- Graffiti Board (3-3.1), (3-4.6), (3-5.2), (3-5.4)
- Illustrate the timeline of events of the Friendship 9 (3-5.5)
- Summarize the impact of the Friendship 9 on the Civil Rights movement (3-5.5)

#### Resources

Brain Pop Jr. (2016). *Rights and responsibilities* [Video]. Retrieved from <https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>?

CNN (2015). *Judge in S.C. tosses sit-in convictions for Friendship Nine* [Video]. Retrieved from <http://www.cnn.com/2015/01/28/us/south-carolina-friendship-nine-sit-in-convictions-vacated/>.

Discovery Education (2016). *Civil rights* [Video]. Retrieved from <https://app.discoveryeducation.com/player/view/assetGuid/27fd0af2-b4f4-1753-bb4d-c4bfc6af1c02>.

Facing History and Ourselves (2016). Graffiti boards. Retrieved from <https://www.facinghistory.org/resource-library/teaching->

[strategies/graffiti-boards.](#)

Greencastle-Antrim School District (2016). Summarizing strategies. Retrieved from [http://www.gcasd.org/Downloads/Summarizing\\_Strategies.pdf](http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf).

Johnson, K. P. (2013). *No fear for freedom: The story of the Friendship 9*. Mexico: Frown-Free Publications.

South Carolina Department of Education. (2015). Profile of the South Carolina Graduate [PDF document]. Retrieved from [http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate\\_Updated.pdf](http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Agency%20Approved%20Profile-of-the-South-Carolina-Graduate_Updated.pdf)

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

South Carolina ETV Commission (2016). *The Friendship Nine - Charges Cleared* [Video]. Retrieved from <http://media.knowitall.org/content/friendship-nine-charges-cleared-palmetto-scene>